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AUTHOR Bass, Martha: And Others
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ABSTRACT

This curriculum guide is the second-grade component of a teacher-developed K-eighth grade program on crime resistance. Major objectives of the program are to help teachers promote and maintain positive student attitudes and behavior, assist students in meeting their responsibilities, and help students insure their own and other people's safety and welfare. Specific objectives of this component are to help second-grade students compare feelings and emotions, learn varying job responsibilities, investigate causes and consequences of conflict, investigate the necessity of rules and the concept of authority, learn the duties of a police officer, deal with strangers, use the telephone for safety, and extend their knowledge of home security methods. To meet these objectives, students are involved in a wide variety of activities, including discussing different feelings, providing various endings for incomplete sentences about feelings, creating home and school responsibility charts, participating in small-group conflict resolution situations, creating and wearing badges extolling responsibility, distinguishing between pleasant and conflict-causing statements, writing and illustrating stories about preferred actions in specific situations, role-playing police officers and criminals, filling in blanks in sentences about school safety, discussing concepts such as conflict and authority, and reviewing knowledge about strangers. For each activity, information is presented on objectives, materials, procedures, teacher background, and reinforcement questions. Student worksheets are provided wherever necessary and blank spaces are included for teacher's notes at the end of each activity. The unit concludes with a student reading list, a resource directory, and a glossary of terms. (DB)

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CRIME RESISTANCE STRATEGIES

tips

Teaching Individuals Protective Strategies
Teaching Individuals Positive Solutions

SO 013 450

1979
Charlottesville, Virginia

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This curriculum guide was developed and produced by a team of educators from the Charlottesville City and Albemarle County School Systems. The project was federally funded and administered through the Virginia Department of Education.

ACKNOWLEDGMENTS

To develop a Crime Resistance curriculum requires more than usual dependence upon colleagues and friends. Crime Resistance is more than a name, topic, or label. Crime Resistance through education is a concept promulgated by Mr. Clarence M. Kelley, former Director of the Federal Bureau of Investigation. The concept embellishes the notion that a safer and more secure society will result when all its citizens more nearly meet their individual and societal responsibilities as expected in a free democratic society.

Mr. Kelley presented the concept to the Honorable Mills E. Godwin, Jr., former Governor of Virginia, who immediately perceived the potential and through Dr. W. E. Campbell, Superintendent of Public Instruction for the State of Virginia initiated a Title IV-C funded program envisioned as having nationwide applicability. Dr. Campbell invited Dr. William J. Ellena and Dr. Clarence S. McClure, Superintendents respectively of the Charlottesville City and Albemarle County Schools, to develop and pilot such a program.

From the initial stages the project received the complete support and cooperation from all these gentlemen and various members of their staffs. Their assistance and encouragement have been constant and reassuring.

Special credit for research and writing should go to the project staff facilitators -- Mrs. Martha Bass, Mrs. Loreli Damron, Mrs. Joyce Page Brandt, Mr. Beauregard Payne, and Mrs. Manie Phillips. They have spent endless hours in curriculum development as well as going from school to school working with staff and students.

Chief John deKoven Bowen of the Charlottesville Police Department, Sheriff George Bailey of Albemarle County, and special FBI agents Frank Washburg and Anthony Rider have lent substantial encouragement and assistance. They and their staffs have spent many hours advising and serving as program resources.

Gratitude is expressed also to teachers and administrators who helped develop and field test the curriculum. Their countless suggestions and recommendations resulted in a high quality product.

A final word of thanks for a fine job done by Mrs. Kathie Morris for editing and proofreading and by Bob Sommers for layout and graphics. An expression of appreciation also goes to Mrs. Ellen Pitts, project secretary and typist. Without her efficiency, patience, and outstanding skills this work would not have been possible.

Scott Hamrick, Supervisor
TIPS Program

FOREWORD

TIPS is a kindergarten through high school program designed by and for educators.

The goals of the program are to:

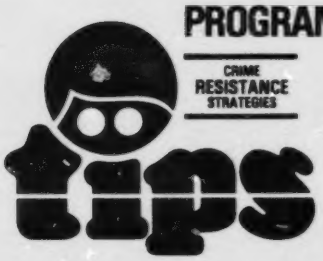
- promote and maintain positive student attitudes and behavior
- assist students in meeting their responsibilities to help insure the safety and welfare of self and others.

It has been substantiated through numerous reports and juvenile crime statistics that attitudes of many youths toward rules, laws, authority and conflict settlement become more negative as youths grow older. These concepts are explored in an effort to improve interpersonal relationships, reduce criminal and quasi-criminal behavior and promote citizenship responsibilities. Safety measures are emphasized, alerting students at each grade level to their vulnerability to specific crimes and teaching preventive and protective measures.

The TIPS Program offers the classroom teacher a systematic and continuous plan for reaching the goals stated above. The Program is developmental in that it includes specific and complete grade level teacher plans and strategies. For economy and convenience, few materials are necessary. Other than the teacher's lesson booklet no other materials are needed. Student activity pages are included in the teacher booklet and may be reproduced. Films and other audio-visual materials are suggested and recommended.

Because of the format and content, all lessons can be effectively taught with minimum teacher preparation time. Any teacher who views this as a significant and highly interesting course of study will naturally give more time and effort to its implementation.

Finally, the authors hold no grandiose illusions that this course of study will cause all students to become crime resistant and more responsible as citizens. What the authors do believe is that a more concerted and continuous effort must be made to insure today's youth an opportunity to live happily and safely in a democratic society. If, through these efforts, others come to the same conclusion, then through cooperative efforts, today's adult generation will leave an everlasting legacy which will insure the high ideals of a democratic nation.



PROGRAM OVERVIEW

K

- examining personal feelings and those of others
- introducing the concept of responsibility
- seeking positive solutions to conflict
- emphasizing safety rules and the police officer as a helper
- dealing with strangers
- learning names and addresses
- learning what to do when lost

1

- comparing feelings with those of others
- being responsible
- seeking positive solutions to conflict
- learning the necessity for rules
- emphasizing safety
- introducing the concept of authority
- dealing with strangers
- instructing in the emergency use of the telephone
- introducing simple and safe home security measures

2

- comparing feelings and emotions
- investigating causes of feelings and emotions
- learning varying job responsibilities
- investigating cause and consequence of conflict
- investigating the necessity of rules and the concept of authority
- learning the duties of a police officer
- dealing with strangers
- learning descriptive details
- using the telephone for safety
- extending the knowledge of home security methods

3

- examining attitudes and values
- expressing and comparing values
- developing a desire to be responsible
- explaining positive solutions to conflict
- understanding necessity for rules and laws
- extending the concept of authority
- explaining safety procedures in dealing with strangers
- learning safe reporting methods
- identifying personal and home property
- reviewing bicycle safety

4

- relating values and attitudes
- exploring how people and things influence attitudes and values
- extending concept of authority
- explaining laws and their functions
- learning the hierarchy of authority
- developing an understanding for the need for authority
- introducing "crime resistance," "victim" and "vulnerability"
- reporting crimes and suspicious behavior
- learning places in which students are vulnerable
- solving conflict positively

5

- comparing attitudes and values
- ranking values
- understanding consequences of personal actions
- understanding that conflict is inevitable and seeking non-violent solutions
- making and applying rules and laws
- exploring authority and authority figures
- reviewing stranger danger
- learning a citizen's responsibility for reporting crime

6

- learning that rules and laws are based on values and needs
- accepting the necessity of rules, laws and authority
- identifying attitudes toward authority
- learning positive solutions to conflict
- testing effective settlement of conflict
- examining the seriousness and prevalence of crime

7

- defining victim and vulnerability
- explaining the effect of victimization
- dealing with strangers
- protecting against consumer dangers
- introducing "victimless crimes"
- reviewing home security measures
- learning babysitting skills
- identifying signs of child abuse and neglect
- examining peer pressure
- differentiating between a prank and a crime
- identifying vulnerability to crime in school

8

- accepting responsibility to report crime
- understanding role of law enforcement in resisting crime
- learning responsibility of a witness
- learning the process of juvenile justice
- investigating society's responsibilities to its members
- considering the concept of "unwritten rights"
- exploring possibility of a police state

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To The Teacher:
Use of the Packet

Each packet is divided into major units. At the beginning of each unit a statment of PURPOSE is presented to clarify the central message that should be emphasized in the lessons. Learning OBJECTIVES are also presented to identify the knowledge and skills that the student should obtain from the unit.

To reach the stated objectives, the activities appearing in capital letters on the first page of each unit are recommended. It is important for the teacher to read through all recommended activities prior to implementation so the full scope and relationship of the activities are understood. Student worksheets, provided at the end of each unit, may be duplicated for distribution. Whenever there is a worksheet, it will be shown in reduced form in the teacher's section with instructions for its use and answers inserted when applicable. It is essential that discussion material included in the teacher section be shared with students.

Activities on the unit page listed below those in capital letters are follow-up and meant to reinforce and augment objectives. Teachers are encouraged to review all follow-up activities prior to implementation and select those that seem most appropriate. Student worksheets are presented in the same way as in recommended activities.

In the back of the packet, a student reading list, a list of suggested films and filmstrips with accompanying discussion questions, and a glossary of terms used in the TIPS program are provided.

- this symbol denotes additional suggestions to teachers.

UNIT I
Understanding Self and Others

PURPOSE:

Criminal and quasi-criminal acts are prevalent in society. Although most young students are rarely involved in criminal activity, all are potential victims and law-breakers. When attitudes and feelings toward rules, laws, authority, conflict resolution and citizenship responsibilities develop negatively, the results are likely to be more misbehavior, criminal activity, and victimization.

In Unit I, better conduct and more responsible behavior are encouraged through examination of feelings (attitudes/values) of self and others. Emphasis is placed on the individual's responsibility for personal behavior.

OBJECTIVES:

- The student will be able to compare personal feelings with feelings of others.
- The student will be able to carry out an assigned responsibility.
- The student will be able to identify a conflict situation.

PROGRAM INTRODUCTION**

FEELINGS

THINGS WE LOVE TO DO (voting)
My Favorite Things (booklet making)
These Are My Feelings (comparison)

RESPONSIBILITY
RESPONSIBILITY PROBE (inquiry and discussion)
Hime Responsibility Chart (charting)*
School Responsibility Chart (record keeping)
People and Their Responsibilities (critical thinking)

CONFLICT

WHAT HAPPENS NEXT? (decision making)
CONFLICT CAPERS (role playing)
Things People Say (game)
It's Your Choice (rating)

*STUDENT WORKSHEET Provided

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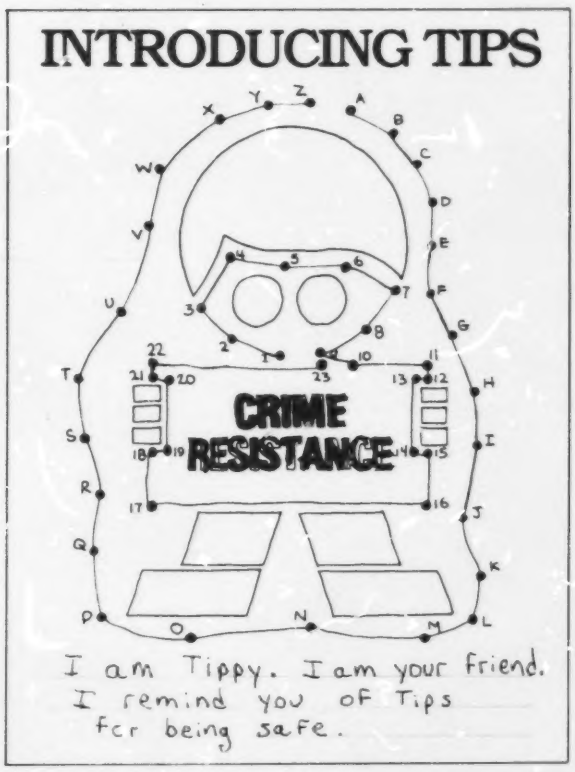
Program Introduction

INTRODUCING TIPS

(STUDENT WORKSHEET PAGE 11-12)

Purpose: To introduce the TIPS Program to students and parents



TIPPY is a friend who reminds students of the protective measures they will be learning in the TIPS Program. **Have students become acquainted with TIPPY by:**

- **duplicating the worksheet and providing each student with a picture. Have students complete the worksheet by connecting the dot-to-dot drawing.**

DISCUSS:

1. What is a tip?
   - a tip can be money paid to someone
   - a tip can be the point of a pencil

   TIP: a hint told to someone to help them

2. What kinds of "tips" will we be learning this year?
   - tips about getting along with people
   - tips about strangers
   - tips about telephoning for help

On the board write the following sentences and have students copy them on the worksheet.

I am Tippy.
I am your friend.
I remind you of tips for being safe.

Duplicate the parent letter. After discussing it with the students send the letter and the worksheet home so that parents may be aware of the goals and content of the program.

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the second grade, we will be:

- comparing feelings and emotions.
- learning what causes different feelings and emotions.
- discussing cause and consequence of conflict.
- learning why rules are necessary.
- discussing authority.
- discussing duties of police.
- learning how to deal with strangers.
- learning how to describe how people look.
- learning emergency uses of the telephone; and
- extending knowledge of home security measures.

We believe that home/school cooperation in subject matter such as this is vitally important. Many of you have already discussed these topics with your children and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

Sincerely yours,

tips

Teacher may choose to have this letter put on school stationery and duplicated.

FEELINGS

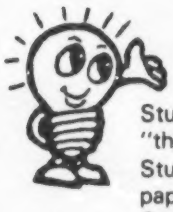
THINGS WE LOVE TO DO

Purpose: To demonstrate that people have different feelings

On the board, list students' suggestions of things they love to do. Leave enough space after each suggestion so that students may write in their names. Read through the total list with the class. Each student may vote by signing his name or initial by three of the "favorite things." Tally the votes. Be sure to emphasize that people have different feelings and that is okay.

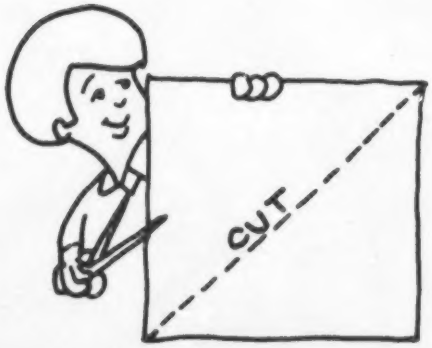
DISCUSS:

1. Did all students choose the same things?
2. Which ones were the favorites of the class as a whole?
3. Which ones did the fewest students like to do?
4. Should anyone get angry because others did not agree with his choice? (No)
5. Should anyone feel ashamed that his choice was different? (No)



Students could vote "thumbs up" or "thumbs down."

Students could vote by cutting a sheet of paper diagonally to make two triangles. On one triangle an expression of approval is written (e.g. YEA) and on the other an expression of disapproval (e.g. YUCK). These triangles can be taped to drinking straws and used to register votes.



My Favorite Things

Purpose: To provide students with an opportunity to compare feelings

Give each student two sheets of drawing paper. Have them fold each sheet into four equal blocks. In the first block of one sheet have them print MY FAVORITE THINGS and sign their name. At the top of the other blocks have them label each with one of the following: animal, food, toy, shoes, color, person, number.

Tell students to draw in each block their favorite thing in that category. After students have completed their seven pictures, have them cut the blocks apart on the fold and staple into a booklet with the title page on top.

Allow students to share their booklets with each other so they can compare feelings with each other.

These Are My Feelings

Purpose: To give students an opportunity to express and compare feelings

Write the following incomplete sentences on the blackboard or on a chart.

I get angry or mad when -
I have a good time when -
I feel bad when -
I get my feelings hurt when -
I wish I would -
I am afraid when -
I wish someone would help me when -
I feel happy when -
I worry about -

Ask several students to read and complete each sentence. Discuss the different things that cause the same emotion. (e.g. One person may get angry when dinner is late, while another person may get angry when the school team loses.)

These incomplete sentences can be used

- as story starters for individual completion.
- as story starters for small groups with each group having a different incomplete sentence.
- as learning center activities having students select one sentence to complete and illustrate.

RESPONSIBILITY

RESPONSIBILITY PROBE

Purpose: To understand the meaning of responsibility and relate it to jobs at school

DISCUSS:

1. What does the word "responsible" mean?
   RESPONSIBLE - carrying out a job or doing what you are expected to do
2. If someone said, "You are a very responsible person," what does this mean?
   — you are someone who can be trusted; you will do your best; you do a good job when you're in charge of something
3. What types of responsibilities can we have here at school?
   — responsible for: cleaning tables, blackboards, game area, lockers, passing out paper, pencils, crayons, etc.

Allow students to name as many room responsibilities as possible. Make a Responsibilities' or Helper's Chart for your room. Write the responsibilities your students expressed on it and assign various tasks to students. Rotate the tasks each week so that everyone gets a job or changes jobs. Discuss with your students what should happen if a responsibility is not met.

Home Responsibility Chart

(STUDENT WORKSHEET Page 13)

Purpose: To stress the importance of fulfilling job responsibilities and to examine why those jobs are important

Home Responsibility Chart

Dear Family,

Please help me fill out this worksheet for school.

Thanks,

_____
(name)

How do I help around the house?	Who do I help?
examples: set the table, feed the dog	parents, myself, dog, parents

Distribute the worksheet to your students and have them sign the letter. Ask them to take the letter home, fill out the chart and bring it back to school the next day.

When the charts are returned, have the students make a classroom chart listing the most common kinds of responsibilities and the people who were helped.

DISCUSS:

1. Why is it important that these responsibilities be fulfilled?
2. What might be the consequences of not fulfilling these responsibilities?
3. What are some responsibilities that older brothers or sisters have?

School Responsibility Chart

Purpose: To allow students to evaluate how well they accept responsibility at school

Make a responsibility chart for your class as shown below. Include any general responsibilities in which your entire class should be involved.

ACCEPTING RESPONSIBILITY						
NAMES	LIBRARY BOOKS RETURNED	PAPERS RETURNED ON TIME	USES PASS TO BATHROOM AND WATER	GOOD CAFETERIA MANNERS	LEAVES DESK AREA IN ORDER	ETC.

At the end of each day, students evaluate themselves on how well they carried out a personal or classroom responsibility. Put a check or some other mark in those areas where they achieved.

DISCUSS:

1. Did you have your own pencil to work with today?
2. Did you remember to bring your library book back today?
3. Did you walk in the halls today?
4. Did you work quietly during reading time?
5. Did you finish all your morning work?
6. Did you talk quietly in the cafeteria?
7. Did you do neat work?
8. Did you walk quietly in line?
9. Is your desk neat?

Some type of reward may be given when a student successfully reaches a fair number of marks. A badge stating, "I AM A RESPONSIBLE PERSON" and a special privilege would be appropriate.

Have a group evaluation at the end of the day on classroom responsibilities your students have. Allow students to rate themselves on each responsibility on a scale of 1 to 5 using the fingers on one hand. e.g. How was your day? Did you walk everywhere you went today? (If the student always walked - hold up five fingers, if the student never walked - hold a fist.) If many students rate themselves low, then this indicates a common problem which needs to be resolved in your class.

People and Their Responsibilities

Purpose: To identify the various responsibilities people have

Place some job titles on small slips of paper. Have students choose one and pantomime the job while other students try to guess who they are. Students could describe a job responsibility in place of pantomiming. e.g. My responsibility is to check out your library books. Who am I? **the librarian**

- teacher
- principal
- school secretary
- school nurse
- cafeteria worker
- librarian
- custodian
- carpenter
- car mechanic
- waitress
- taxi driver
- store clerk
- police officer
- truck driver
- gardener
- cook
- maid
- babysitter
- coach
- painter
- doctor
- etc.

This is an opportune time to invite parents to visit and explain their various responsibilities in their jobs.

CONFLICT

WHAT HAPPENS NEXT?

Purpose: To allow students to examine situations which may have positive or negative consequences

Read the following situations to your class one at a time.

- Tim was running in the hall and ...
- Susie finished her seat work on time and...
- Chris used up all the yellow paint at the easel and...
- Albert walked to school and played along the way and...
- Gwen got on a bicycle and didn't know how to ride and...
- Scott brought a new toy car to school and...
- Louise danced the best in the class and...
- Paulette cut her hair and...
- Tony walked to school with a buddy and...
- Bobby chased his dog and...

DISCUSS:

1. What might happen next?
2. Was it good or bad?
3. Why did it happen?

CONFLICT CAPERS

Purpose: To allow students to determine positive ways of resolving conflict

Divide your class into small groups. Give each group one of the situations below. Have the group decide what characters are needed and how they should role play the situation. Tell them they are to seek the best ways to solve the problem.

1. A group of students is jumping rope. Another student wishes to play too but is told that there are already too many playing.
   - What might the student do since he/she cannot play?
   - What should the student do?
2. You are playing in the park with a bat and ball. Two older students come up and want to take these away from you.
   - What is the best way to solve this problem?

   NOTE: If children are assaulted by older or more numerous children, the advisable course is: 1) to cooperate, 2) to give up what is demanded and 3) report the incident. This is the advice given by the police to people of all ages and conditions.

3. You and your friend are walking home from school. Your friend wants to stop and throw rocks at the windows of an empty house. You do not wish to but your friend calls you "chicken."
   - What should you do?
   - What is this called? (vandalism)
   - What are some different ways to solve this problem?
4. Two boys are playing with a puzzle. Each claims it as his own.
   - Who should help settle this problem?
   - What are some ways that you could solve this problem if you were one of the children?
5. There is only one doll. Both Jill and Betty want to play with it.
   - How might Jill and Betty work this out?

6. Your mother gave you money to buy ice cream after school. You left it on your desk.
   - What might happen when you go to buy the ice cream?
7. Your sister wore your last clean pair of socks.
   - What are you going to do?
   - What could you have done to have prevented this from happening?
8. You worked very hard on your seatwork. Somebody drew a red line across it with a crayon.
   - How do you feel?
   - What are you going to do?
9. Chris is painting at the easel. When she finishes, there is no yellow paint. Later it is Nadine's turn and she finds no paint for her sun.
   - What are some of the things that might happen?
   - What should Chris have done when she finished?

Things People Say

Purpose: To discriminate between pleasant and conflict-causing statements

Put cotton balls representing "warm fuzzies" and pieces of coarse sandpaper representing "cold pricklies" into a box. In another box, place positive and negative statements which children commonly say to each other. e.g. You are pretty. You don't play fair, etc.

Explain to your students that people often say things that aren't very nice. Sometimes these things hurt our feelings or make us angry.

Tell the students, "Today we will express our anger by giving a 'cold pricklie' (show sandpaper) **to anyone who says something that hurts our feelings. We will express our pleasure by giving the person who says something nice to us a 'warm fuzzie'** (show cotton balls)."

Each student in turn draws a statement from the box and selects someone to read it to. The student to whom the statement is read gets a warm fuzzie or a cold pricklie and awards it to the reader according to the nature of the statement.

Happy and sad faces might be used instead of the cotton balls and sandpaper. Those receiving sad faces might be given a chance to earn happy faces by saying something nice to the person who gave them the sad face.

It's Your Choice

Purpose: To allow students to choose alternative solutions to problems

Divide the class into two teams. Tell the teams that they should pretend they have just finished playing a championship game of kickball. The problem is that both teams claim that they had the most runs and have won the game. Have each team list some solutions to this problem on the board and add some of the following:

- Quit and say you'll never play again.
- Say, "It was a tie."
- Yell and call each other names.
- Count the number of players who crossed home plate.
- Play the game over with the score keepers from each team working together.
- Start fighting with the other team.

DISCUSS:

1. Can there be more than one solution to a problem? (Yes)
2. Why are some solutions better than others?

Allow students to vote for the solution they feel is best.

Teacher's Notes...

Teacher's Notes...

INTRODUCING TIPS

STUDENT WORKSHEET

Dear Parents:

During the next few weeks we will be using the TIPS Program in our class. This program will help students learn about safety and protection. It also teaches students to better understand themselves and others. The program promotes better citizenship and encourages greater responsibility.

Specifically, in the second grade, we will be:

- comparing feelings and emotions,
- learning what causes different feelings and emotions,
- discussing cause and consequence of conflict,
- learning why rules are necessary,
- discussing authority,
- discussing duties of police,
- learning how to deal with strangers,
- learning how to describe how people look,
- learning emergency uses of the telephone, and
- extending knowledge of home security measures.

We believe that home/school cooperation in subject matter such as this is vitally important. Many of you have already discussed these topics with your children and we hope this program will reinforce your teaching. Please encourage your child to discuss with you the things being learned in the TIPS Program.

Feel free to contact me if you have questions.

Thank you.

Sincerely yours,

Home Responsibility Chart

Dear Family,

Please help me fill out this worksheet for school.

Thanks,

_____
(name)

How do I help around the house?	Who do I help?
examples: set the table feed the dog	parents, myself dog, parents

STUDENT WORKSHEET

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UNIT II

Understanding Society

PURPOSE:

Rules, laws, and authority are essential for the establishment and maintenance of order. Compliance with rules, laws and authority is often difficult because individuals perceive them as restrictions rather than means to safety and harmony.

In this unit, emphasis is placed on understanding the necessity for rules, laws, and authority in order to promote more positive attitudes toward them. Better attitudes lead to greater acceptance and more willing compliance to reasonable rules, laws, and authority.

OBJECTIVES:

- The student will be able to give two examples of people who make rules.
- The student will be able to give two examples of people in authority.

RULES

ALL ABOUT RULES (discussion)
HOME, SCHOOL AND COMMUNITY RULES
(cut and paste)*
HOW WOULD YOU ACT? (writing and illustration)
Playing It Safe (game)*
Bus Safety (fill in blanks)*
I'm a Good Bike Rider (decision making)

AUTHORITY

LET'S TALK ABOUT AUTHORITY
(art and discussion)
WHO IS IN AUTHORITY? (identification)
Let's Act It Out (role play)
Ten Brave Police Officers (role play)

*STUDENT WORKSHEET Provided

RULES

ALL ABOUT RULES

Purpose: To reinforce the concept of rules

Students were introduced to the concept of rules in the kindergarten and first grade levels of the TIPS program. **The following questions have been discussed and can be used for review.**

DISCUSS:

1. What is a rule?
   RULE: something written or said which tells us how to act
   — A rule is a guide. It helps us do something the right way.
2. Where are rules?
   — Rules are everywhere, (home, school, community) and are for everyone to follow.
3. What types of rules are there?
   — There are all sorts of rules. In school we have rules to help us solve arithmetic problems, to read and to spell. Mother cooks by rules called recipes. There are rules for good behavior, and there are rules that protect us (keep us safe) and help us to be good citizens.

4. Why do we need rules?
   - Rules are important because they protect us and help keep us safe. There are certain things that we must not do and other things that we must do if we are to live and get along together in communities. Some of the most important rules for happy living are those that help to protect our families, friends and neighbors.
5. Who makes rules?
   - Rules are made by people such as: parents, teachers, principals, babysitters, etc. Everyone can help make rules.
6. Why should we follow rules?
   - If rules are broken, it may be dangerous or unsafe to ourselves and others.

Teacher's Notes...

HOME, SCHOOL AND COMMUNITY RULES

(STUDENT WORKSHEET PAGE 23)

Purpose: To reinforce that rules are everywhere

Write the following headings on the board: HOME, SCHOOL, COMMUNITY. Have the students list some rules for each one.

DISCUSS:

1. Who makes these rules?
2. Why are these rules necessary?
3. What might happen if they are disobeyed?
4. Who enforces these rules?

Distribute the student worksheet. Help the students read the rules. Have them classify the rules by cutting out the rules one at a time and pasting them under the heading of their choice. Discuss that many of the rules apply to more than one place.

Home, School and Community Rules

Name: _____

HOME

SCHOOL

COMMUNITY

Slow Down Children Playing	Sharpen pencils before class.	No dogs allowed.
Do not jump on furniture.	Cross the street when the sign says WALK.	Keep your hands to yourself.
Wash your hands before eating.	Clean up your room.	No pushing in line.

The rules could be printed under the appropriate headings for handwriting practice.

Invite the principal into your class to talk about school rules.

HOW WOULD YOU ACT?

Purpose: To reinforce the necessity of rules

Tell your students that you are going to play a game called "Chalk." Give a piece of chalk to four students scattered throughout the room. Then say, "Play the game!" When students cannot figure out what to do, say, "Well go on, play the game!" When students become completely frustrated, begin a discussion of why there is no game until rules have been made. Go over some games students know and like to play and show why rules are necessary, not only to have fun, but to assure that safety and order are maintained.

Put the following list on the board.

- I am in the grocery store...
- I am at the movies...
- I am in a gift shop...
- I am at the dinner table...
- I am on the bus...
- I am in the car...
- I am in a restaurant...
- I am walking to school...

Help the students read the list. Distribute lined story paper and have each student select one sentence to copy. Instruct students to draw a picture of themselves following a rule in that particular place. (e.g. I am at the movies and I am sitting quietly.) **Allow each student to read his/her sentence and tell the rule that is being followed.** You may wish to print the rule on the student's paper and post them around your room as a reminder to obey rules.

Teacher's Notes...

Playing It Safe

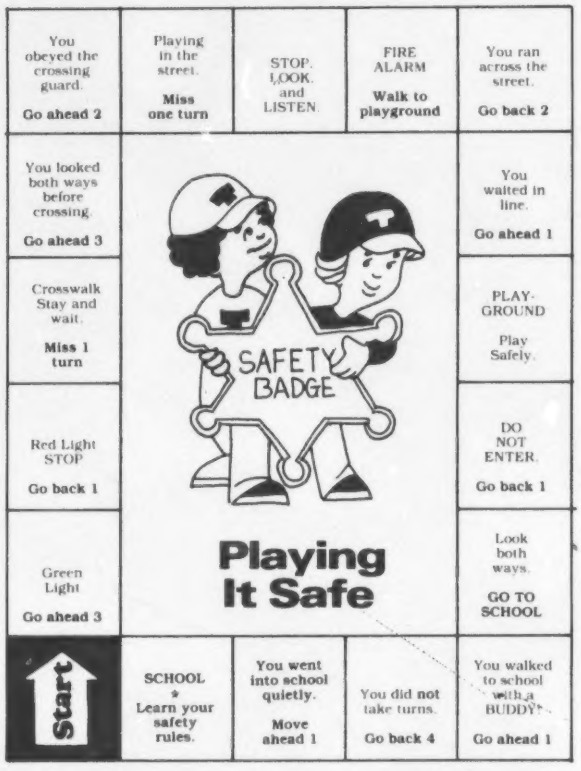
(STUDENT WORKSHEET Page 24)

Purpose: To reinforce general safety rules

Divide students in groups of two. Distribute a worksheet, a die, and two different chips for markers to each group. (The dice may be made out of sponge or cardboard and the markers out of construction paper.)

Give the students the following directions:

1. Put both markers on the box that says START.
2. The object of the game is to see who gets to school first.
3. Players take turns throwing the die and moving their markers.
4. They must follow the directions on the box in which they land.
5. If they are told to move back, they move their marker back and stay there until after their partner moves.


You obeyed the crossing guard. Go ahead 2
Playing in the street. Miss one turn
STOP. LOOK. and LISTEN.
FIRE ALARM Walk to playground
You ran across the street. Go back 2
You looked both ways before crossing. Go ahead 3
You waited in line. Go ahead 1
Crosswalk Stay and wait. Miss 1 turn
PLAY-GROUND Play Safely.
Red Light STOP Go back 1
DO NOT ENTER. Go back 1
Green Light Go ahead 3
Look both ways. GO TO SCHOOL
SAFETY BADGE
Playing It Safe
Start
SCHOOL Learn your safety rules.
You went into school quietly. Move ahead 1
You did not take turns. Go back 4
You walked to school with a BUDDY. Go ahead 1

This worksheet could be sent home to be played with the family.

Enlarge the worksheet into a game board to be used in a learning center.

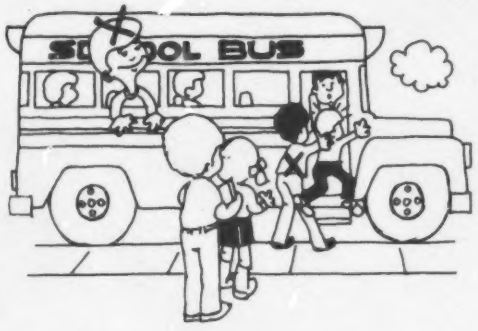
Bus Safety

(STUDENT WORKSHEET Page 25)

Purpose: To reinforce bus safety rules

Distribute the worksheets to your students and tell them to complete the sentences by printing the correct word in the blank.

Bus Safety



1. I should SIT on a bus. (sit, stand)
2. I keep my arms and head INSIDE the window. (inside, outside)
3. I talk with a SOFT voice on the bus. (loud, soft)
4. I WAIT to get on the bus. (push, wait)
5. I LOOK when I get on and off the bus. (look, don't look)
6. I OBEY the bus driver. (obey, disobey)
7. I KEEP my feet under my seat. (keep, kick)
8. I hold my books in my lap. (drop, hold)
9. I TALK with my friend. (fight, talk)
10. I sit facing the FRONT of the bus. (front, back)
11. I WALK off the bus. (walk, run)

After the sheets have been completed, call on various students to read the sentences aloud and to tell why this is a rule to follow. Have students draw a big red X on students showing unsafe bus practices.

I'm a Good Bike Rider

Purpose: To introduce bicycle safety rules

DISCUSS:

What are some rules that must be followed when riding bicycles?

- Obey all traffic signs and signals that cars obey.
- Ride only on the right-hand side of the street.
- Walk your bike across busy intersections.
- Never ride double.
- Ride only single file on highways and streets.
- Always keep both hands on the handlebars.

What are some safety rules about the bike itself?

- Always keep your bike in good repair.
- Always put it away in a safe place.
- Always lock your bike by putting the chain around both frame and wheel and then around something that cannot be moved, such as a post.

Have the students number on a piece of paper from 1-11. Read the following statements and let them write YES if they should do it and NO if they should not. Follow up with discussion.

1. I obey traffic signs. (YES)
2. I ride my friend on my handle bars. (NO)
3. I ride on the left-hand side of the street. (NO)
4. I keep my bike in good shape. (YES)
5. I lock my bike when I'm not riding it. (YES)
6. I ride my bike across busy corners. (NO)
7. I ride my bike off curbs. (NO)
8. I put my bike away in a safe place. (YES)
9. I ride zig-zag in the road. (NO)
10. My friend and I ride our bikes side by side down the street. (NO)
11. I always ride my bike with both hands. (YES)

AUTHORITY

LET'S TALK ABOUT AUTHORITY

Purpose: To reinforce the concept of authority

DISCUSS:

1. What is authority?

   AUTHORITY: being the boss, the leader; being responsible for others

2. Name some people in authority.
   - captain of a team
   - principals and teachers at school
   - parents at home
   - babysitters
   - coaches
   - umpires and referees
   - law enforcement officers
   - etc.

Give each student a 12 x 18 piece of manila paper. Using a pattern have students trace a circle in the middle of their paper. Allow each student to think of a person in authority who wears a hat.
e.g. cooks, police offices, mailmen, army officers, deputies, fire fighters, nurse, construction workers, kings and queens, umpires

The students are to draw and color the hat of their authority figure above and around the circle. After coloring, have students cut out the circle so that they may be the face of the authority figure. Have each student come to the front of the classroom, wearing the hat, and allow the other students to guess which authority figure is represented.

The class could parade, through other classrooms holding "hats" in place.

WHO IS IN AUTHORITY?

Purpose: To identify different authority figures

Obtain pictures of community helpers in action(policeman, fireman, postman,etc.). **Display the pictures one at a time and have students answer the following questions.**

DISCUSS:

1. Who is the person pictured?
2. What authority does this person have in this situation?
3. Why does this person have authority in this situation?
4. What kinds of things are a part of this person's job?
5. Is it important to have people who do this kind of work in our community? Why?

Teacher's Notes...

Let's Act It Out

Purpose: To allow students to role play authority situations

Write the situations on cards. Divide the class into groups and give each group a situation to present to the class.

DISCUSS:

1. Who was the authority figure in this situation?
2. Did the authority figure act as he should?
3. Did those who were under authority act as they should?

Situation 1
Students are crossing the street under the authority of a crossing guard.

Situation 2
Students are crossing the road under the authority of a student patrol officer. They have just gotten off the bus.

Situation 3
Adults are driving in traffic under the authority of a police officer.

Situation 4
A deputy sheriff is giving a driver a speeding ticket.

Situation 5
Children are cleaning their room under the authority of a parent.

Situation 6
Students are playing a game under the authority of team captains.

Ten Brave Police Officers

Purpose: To familiarize students with the various tasks of a police officer

Introduce the following poem:

TEN BRAVE POLICE OFFICERS

10 Brave police officers standing in a line;
One helps children cross the street, now there are nine.

9 Brave police officers standing near the gate;
One takes a prisoner away, now there are eight.

8 Brave police officers looking up at heaven;
One goes to fly the helicopter, now there are seven.

7 Brave police officers find a man in a terrible fix;
One takes him to the hospital, now there are six.

6 Brave police officers trained to scuba dive;
One goes underwater to work, now there are five.

5 Brave police officers protecting a store;
One chases a burglar, now there are four.

4 Brave police officers parked near a tree;
One follows a speeding car, now there are three.

3 Brave police officers standing near a zoo;
One finds a lost child, now there are two.

2 Brave police officers walking in the sun;
One helps in a traffic jam, now there is just one.

1 Brave police officer teaching safety rules;
Wouldn't it be nice to have him come to your school?

Adapted: National Child Safety Council, Jackson, Michigan 49203

DISCUSS:

1. Is the police officer an authority figure?
2. What are the different jobs a police officer does?

The poem may be used as a fingerplay, role play or a choral reading activity.

Invite a law enforcement officer to come and talk about the various jobs law enforcement officers do.

Home, School and Community Rules

Name: _____

HOME

SCHOOL

COMMUNITY

Slow Down Children Playing.	Sharpen pencils before class.	No dogs allowed.
Do not jump on furniture.	Cross the street when the sign says WALK.	Keep your hands to yourself.
Wash your hands before eating.	Clean up your room.	No pushing in line.

STUDENT WORKSHEET

You obeyed the crossing guard. **Go ahead 2**	Playing in the street. **Miss one turn**	STOP, LOOK, and LISTEN.	FIRE ALARM **Walk to playground**	You ran across the street. **Go back 2**
You looked both ways before crossing. **Go ahead 3**	**Playing It Safe**			You waited in line. **Go ahead 1**
Crosswalk Stay and wait. **Miss 1 turn**				PLAY-GROUND Play Safely.
Red Light STOP **Go back 1**				DO NOT ENTER. **Go back 1**
Green Light **Go ahead 3**				Look both ways. **GO TO SCHOOL**
Start	**SCHOOL ★ Learn your safety rules.**	**You went into school quietly. Move ahead 1**	You did **not** take turns. **Go back 4**	You walked to school with a BUDDY! **Go ahead 1**

Bus Safety

1. I should_____on a bus. (sit, stand)
2. I keep my arms and head_____the window. (inside, outside)
3. I talk with a_____voice on the bus. (loud, soft)
4. I_____to get on the bus. (push, wait)
5. I_____when I get on and off the bus. (look, don't look)
6. I_____the bus driver. (obey, disobey)
7. I_____my feet under my seat. (keep, kick)
8. I_____my books in my lap. (drop, hold)
9. I_____with my friend. (fight, talk)
10. I sit facing the_____of the bus. (front, back)
11. I_____off the bus. (walk, run)

STUDENT WORKSHEET

UNIT III

Understanding Safety and Crime Resistance

PURPOSE:

Every citizen has a responsibility to take protective measures against criminal activity. One way to reduce victimization is through the concept of crime resistance. CRIME RESISTANCE is an attitude which manifests itself when students and others accept greater responsibility to become less vulnerable to crime.

This unit helps students learn simple and safe procedures (protective strategies) for home, school and community.

OBJECTIVES:

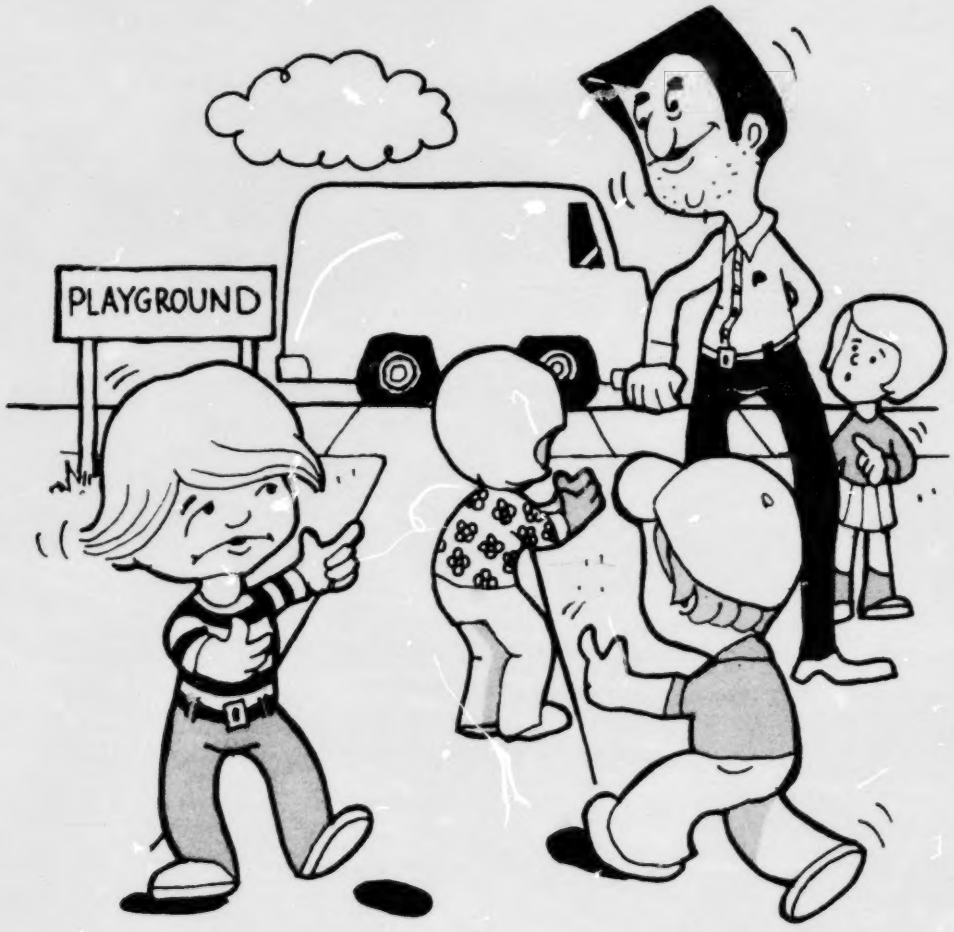
- The student will learn three "never" rules in regard to strangers.
- The student will be able to identify two or more unsafe places.

PROTECTIVE STRATEGIES

STRANGER DANGER (teacher information)
LET'S TALK ABOUT STRANGERS (discussion)
STRANGER IDENTIFICATION (recall)
You Can't Fool Me (role play)
ANSWERING THE TELEPHONE (role play)
Emergency Dialing (fill in blanks)*
FIND A SAFE WAY HOME (maze)*
THE BUDDY SYSTEM (discussion)
THREE LITTLE PIGS (dramatization)
REDUCING VANDALISM (teacher information)
WHAT IS VANDALISM (discussion)
SCRAMBLED RULES (sentence structure)*
On the Alert (game)*
CHILD ABUSE AND NEGLECT (teacher information)

*STUDENT WORKSHEET Provided

PROTECTIVE STRATEGIES



STRANGER DANGER
Teacher Information

Purpose: To provide the teacher with background information related to youth and stranger involvement.

Students should develop caution where strangers are concerned. Each student needs to know the basic signs of danger as well as techniques for dealing with situations encountered when alone. The definition of just who is a stranger may be approached through discussing who is not a stranger (immediate relatives, friends of the family and certain people in authority such as police, teachers, clergy, fire fighters, nurses, storekeepers, etc.). **Students should be made aware that many strangers are kind and need not be feared.** However, there are some strangers who act friendly, but who really intend to do harm. Students should be helped to feel confident that there is a way to deal with situations involving strangers. The teacher should try to clarify that students have no obligation to comply with requests from strangers other than those identified by their parents and teachers or persons recognized by uniforms as community helpers. The following concepts are important and appropriate for young students.

1. Most strangers act friendly, but there are some who are not our friends. Even adults cannot always tell friendly strangers from other strangers.
2. We should stay away from strangers until they are approved by our parent or teacher, a trusted authority, or whoever is in charge of us.
3. Friendly strangers offering gifts or candy are not to be considered as friends. Student's first reaction should be to leave the scene and go to a safe place. They should tell the nearest authority (teacher, friend, parent, police officer or babysitter).
4. Never accept rides from strangers, go near or get into their car for any reason. It is necessary that students learn to distinguish between rides offered by approved persons and rides offered by strangers, no matter how friendly.
   a. Refuse the ride, get away from the car and continue on your way.
   b. If the stranger keeps following, run or walk away in the opposite direction of the car. The car cannot reverse direction easily.
   c. If still followed, run and yell to attract attention.
   d. Find a busy store or a house where someone you know lives.
   e. Later, with a friendly adult to help, report any such persistent follower to the police.
5. Students should never stop to speak to strangers even if they ask for directions. Discuss where students can find emergency help on the way to school with special reference to the immediate area. Encourage students to walk with a friend, but to take suitable precautions when walking alone. It should be emphasized that students should never get so near a stranger that they can be touched by them.
6. Students should know full name and address but never give them to a stranger. Students should understand that if they are lost and cannot find their way home, they need to look for help. The teacher should emphasize the kinds of people to look for in different situations if lost.
7. Students should always play or walk where they can be seen by other people or the person in charge. If possible, the student's route to school should not lead past abandoned buildings, woods or through vacant lots where they are cut off from public view. If such hazards are unavoidable, students should be encouraged to walk with friends and not to loiter. Shortcuts should be discouraged.
8. Never allow a stranger into your house. Students should be instructed if a stranger knocks on their door, they should not open the door, but run and get an adult or an older brother or sister to answer the door for them.

NATIONAL CHILD SAFETY COUNCIL
The National Child Safety Council has prepared pamphlets appropriate for all ages of children on dealing with strangers. Check your local telephone directory or call your local law enforcement agency to obtain the telephone number or name of the NCSC representative in your area. Or write to:
NATIONAL CHILD SAFETY COUNCIL
3126 Francis Street
Jackson, Michigan 49203

LET'S TALK ABOUT STRANGERS

Purpose: To review knowledge about strangers

Students were introduced to "stranger danger" in the kindergarten and first grade levels of the TIPS program. **The following questions have been discussed and can be used for review.**

DISCUSS:

1. Who are strangers?
   STRANGER: someone we do not know
   - a person you have never met before
   - a person whom you may see often, but do not know anything about e.g. ice-cream man
   - a person whose name and address you do not know
   - a person your parents or teachers do not know
   - not all strangers are grown ups
2. Who do we know that is not a stranger?
   - immediate relatives
   - friends of the family
   - classmates
   - certain people in authority such as: police officers, teachers, clergy, fire fighters, nurses, storekeepers, etc.
3. Can we trust all strangers that seem friendly? (NO)

4. What should we do if a stranger does bother us?
   - Be sure always to tell your parents if a stranger bothers you.
   - Go where there are adults you know.
   - If you are at school, go to your teacher or principal.
   - Run home or to a friend's house.
   - Go into a store and tell a clerk.
   - If a stranger is in a car, turn around and go in the opposite direction.
   - Run and yell as loud as you can. Attract attention by yelling "fire."
   - When you are in a safe place, find an adult to help you report to the police.
   - Try to remember as much as you can about the stranger.

The questions below contain material new to the students.

DISCUSS:

1. What are some "never" rules which we should remember about strangers?
   - Never talk to a stranger.
   - Never go near a stranger.
   - Never get in a stranger's car.
   - Never accept candy, money or other gifts from strangers.
   - Never play alone away from where people can see you.
   - Never let a stranger into your home.
   - Never go anywhere with a stranger.
   - Never let a stranger touch you.
   - Never let a stranger join in your play.
   - Never go into vacant buildings, alleys, behind fences, walls or in other strange places where there could be danger.

2. What should we try to remember in order to report a stranger who bothers us?
   - Remember how he/she looks. (race, clothing, sex, hair, age, height and weight)
   - If the stranger is in a car, try to remember what color the car is and any other details.
   - If possible, copy down the license number even if you have to write it in the dirt with a stick.
   - Remember in which direction the stranger went.

Following this discussion, have someone who is unknown to the students enter the classroom and then leave. Have students write or tell all that they observed about this person. Bring the person back to check the students' accuracy.

STRANGER IDENTIFICATION

Purpose: To learn to identify strangers

Obtain pictures of different people that show the total figure. They may be magazine pictures, study prints or pictures from students' textbooks.

DISCUSS:

What are the various ways we describe people?
- sex
- race
- age
- height, weight, etc.
- features such as eyes, ears, etc.
- clothing

Hold up a picture and ask one of the following "What if...?" questions. After students have responded, remove the picture from sight and ask, "What did the stranger look like?" When someone has described the stranger, show the picture again and compare the description with the picture.

"What if..."

- this person asks you to get into the car?
- this person knocks on your door?
- this person offers you candy?
- this person wants to play with you?
- this person tries to touch you?
- this person wants you to come into a house?
- this person keeps "hanging around" the playground?
- this person says, "Your mother sent me to pick you up."
- this person bothers you in the movies?
- this person asks you for directions?
- this person wants you to go somewhere with him/her?

Display the "stranger" pictures around the room. From time to time choose one to describe to the class, and see if they can identify which one you are describing.

Teacher's Notes...

You Can't Fool Me

Purpose: To give students practice in dealing with strangers

Place the following situations on strips of paper and place them in a container.

Situations:

- try to get the student to take some candy
- try to get the student to get into your car
- try to get the student to come into your house
- tell the student his/her mother sent you to pick him/her up
- try to get the student to go into an empty building with you
- follow the student around in your car
- try to get the student to play a game with you
- ask the student for directions to the nearest store
- try to get the student to take some money

Have students divide into pairs and role play the situations for the class. One student in each pair should play the role of a "stranger", pick a situation from the container, read it silently and role play with his partner what it says. The "student" should role play what they would do and say if they found themselves in this situation. Allow the class to decide if the "student" reacted properly.

ANSWERING THE TELEPHONE

Purpose: To teach safety habits when answering the phone

DISCUSS:

1. What do you say when you answer the phone?
   — Children used to be told to answer the phone by saying,"This is the Jones' residence." Safety experts now advise that the phone be answered only with "hello" or some other simple greeting.
2. What should you say if a strange caller asks for your parents when they are not at home?
   — Children should say, "I'm sorry, Mother or Dad can't come to the phone now. Give me your name and number and I'll have them call you." Encourage students to ask their parents to keep a pad and pencil beside the phone and be sure to **copy** numbers accurately. It is also advisable to warn children not to volunteer information about the family member's whereabouts or schedules.
3. What should you do if a strange person knocks on your door and asks if they can use the phone?
   — Children should not allow strangers to come in and use the phone. They may offer to make the call for the person but should close and lock the door before they make the call. The child may send the stranger elsewhere for help.

Role play telephone calls from strangers. Begin by having the teacher make a call as a stranger to a student. Later, have students make calls as strangers to the other students.

Role play the stranger at the door in the same manner as the stranger on the telephone.

Emergency Dialing

(STUDENT WORKSHEET Page 41)

Purpose: To teach emergency use of the telephone

EMERGENCY DIALING

NAME: _____

ADDRESS: _____

_____

PARENTS WORK NUMBERS: _____

NEIGHBOR'S NUMBER: _____

POLICE OR SHERIFF'S NUMBER: _____

FIRE DEPARTMENT NUMBER: _____

RESCUE SQUAD NUMBER: _____

FAMILY DOCTOR: _____

DISCUSS:

1. When should we use the telephone to get help?
   — when you need to report a fire
   — when you need to report an accident
   — when you need police assistance
   — when you have any emergency which requires assistance

   Be sure to stress the point that **the telephone is not a toy.** When you use the telephone, handle it carefully, and use it for emergencies only.
2. What is the proper way to use the telephone to get help in an emergency?
   a. Keep emergency phone numbers near the phone at all times. If there is a fire, first get everyone out of the house, then use a neighbor's phone.
      * Remind students that they may dial "O" if they do not know a phone number,
   b. Speak clearly and calmly so you can be easily understood.

c. Give:
   your name — My name is_____.
   address — I live at _____.
   problem — e.g. — Someone is trying to get into my house.
d. Wait for a reply and hang up ONLY when you are sure they have all the information.
e. Wait in a safe place until help arrives. Stay calm. It never helps to get excited.

Distribute the student worksheet and have students fill in their name and address. Place the phone numbers for police/sheriff, fire department, and rescue squad on the board for students to copy on the lines provided. Students should take their EMERGENCY LIST home to post near their telephone asking their parents to help them fill in the remaining information.

Have students suggest mock emergency situations and write them on the board. Call on different students to tell what emergency number(s) should be used in each situation.

Many local telephone books have space inside the front cover to write emergency phone numbers. Use a local book to show this page to the class. Students could copy the numbers from the worksheet in their telephone books at home.

FIND A SAFE WAY HOME

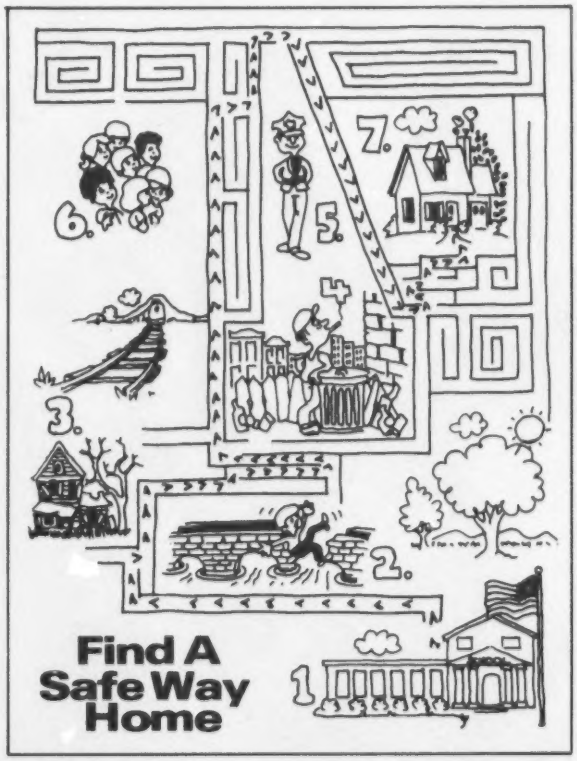
(STUDENT WORKSHEET Page 42)

Purpose: To introduce the concept of unsafe places

DISCUSS:

What places are dangerous and should be avoided?

- alleys
- vacant lots
- construction sites
- woods when alone
- empty buildings
- public restrooms when alone
- quarries
- any enclosed place where you can't be seen
- places that have signs such as, DO NOT ENTER, NO TRESPASSING, DANGER, KEEP AWAY, KEEP OUT, HIGH VOLTAGE



Distribute the worksheets. Have students find the safe way home through the maze avoiding unsafe places. Begin at school and end at home. After the students have completed the worksheet, call out the numbers of each area and let students tell whether the place is safe or unsafe and why.

THE BUDDY SYSTEM

Purpose: To learn that "two together is the safe way"

Explain situations from your own childhood experience when you practiced the buddy system. (e.g. swimming, going on field trips, going to a movie, etc.) Do not give reasons, at this time, why the buddy system is used.

DISCUSS:

1. What is a buddy?
   - a good friend
   - a partner
   - a companion
2. What do we mean when we speak of the buddy system?
   - when two persons are paired for mutual protection in potentially dangerous situations
3. What are some advantages of the buddy system?
   - if one needs help while swimming
   - if one gets lost
   - if one gets hurt
   - if one gets left behind
   - etc.
4. Does having a buddy mean you can go with strangers or into dangerous places?
   - No. The rule is — **If you don't know, don't go!**

Have students pair off. Let each pair choose a situation where a buddy might be needed. Let each pair share the situation with the class.

Stress that the buddy system is an absolute necessity when going on door-to-door projects, such as cookie sales, collecting, seeking donations, or for Halloween "trick or treat."

Teacher's Notes...

THREE LITTLE PIGS

Purpose: To reinforce home security measures

Read to the class the story of "The Three Little Pigs."

DISCUSS:

1. Why did the first two "Little Pigs" build such unsafe houses?
   — used the easily available materials, built them in a hurry, etc.
2. Why was the third "Little Pig's" house safer?
   — used stronger materials, built more carefully and could lock his door to keep strangers out

Have students think of different ways to make their homes safe and put the list on the board.

- — keeping it in good repair
- — being able to lock doors and windows
- — keeping keys in a safe place
- — not leaving bikes or other valuable articles out in the yard when not in use

DISCUSS:

1. Why is it important to lock doors when you are at home?
   — so no one can enter without permission
2. Why is it important to lock doors when you are not at home?
   — so your home and possessions are secure
3. Have you ever had something taken because it was not locked?
4. If so, are you going to be more careful about locking things up?
5. If you must bring your house key to school, where is a safe place to keep it?
   — on a string around your neck and tucked inside so no one can see it

Adapted: A Safety Program For Primary Grades: Let's Take Action Against Crime (Chicago: Kiwanis International, Inc.).

REDUCING VANDALISM

Teacher Information

Purpose: To promote student participation in reducing vandalism

Vandalism is an ugly and growing problem. Few school buildings and other public buildings completely escape the vandal's mark.

The reasons why people vandalize are many and complex. However, the sources of vandalism are not so complex. Many acts of vandalism are committed by those who have developed negative attitudes toward rules, laws and authority. Vandalism is one way to "strike back." Through peer pressures and other inducements, casual acts of vandalism become more commonplace and occur with more frequency.

One way to reduce the ill effects of vandalism is to give students a stake in setting the conditions of their environment. When given a choice, young students will generally choose cleanliness and order over unkempt conditions. People generally conform to the conditions around them. If things are disorderly, people feel no need to be orderly. If, on the other hand, cleanliness and orderliness prevail, one is likely to feel a need to maintain that condition.

When a school activity gives students a stake in promoting cleanliness and orderliness, acts of vandalism will likely decrease. Active and continous participation at every grade level will promote positive attitudes toward cleanliness and orderliness. As more positive attitudes are nourished and developed, they are likely to transfer to home and community.

DISCUSS:

(adapt terminology to students' age and maturity levels.)

1. Do you like things around you to be clean or dirty? How does it make you feel when things are dirty? clean?
2. What are some improvements we can make in our room? school building? grounds?
3. How can we make sure each of us do the things necessary to keep things clean and orderly? (The last two minutes of each day devoted to cleaning and organizing the room will afford consistency and perpetuate positive attitudes.)

WHAT IS VANDALISM?

Purpose: To introduce the term "vandalism"

DISCUSS:

1. What is vandalism?
   - deliberately destroying property
2. What things have you seen vandalized at school?
   - bathroom walls marked on
   - bathroom doors broken
   - books and desks marked
   - P.E. or playground equipment damaged
3. What are some unpleasant things that result from this vandalism?
   - water fountains cannot be used
   - restrooms are unclean
   - places not clean for other people
   - unable to use equipment for recreation
   - unable to use the books because pages are missing.

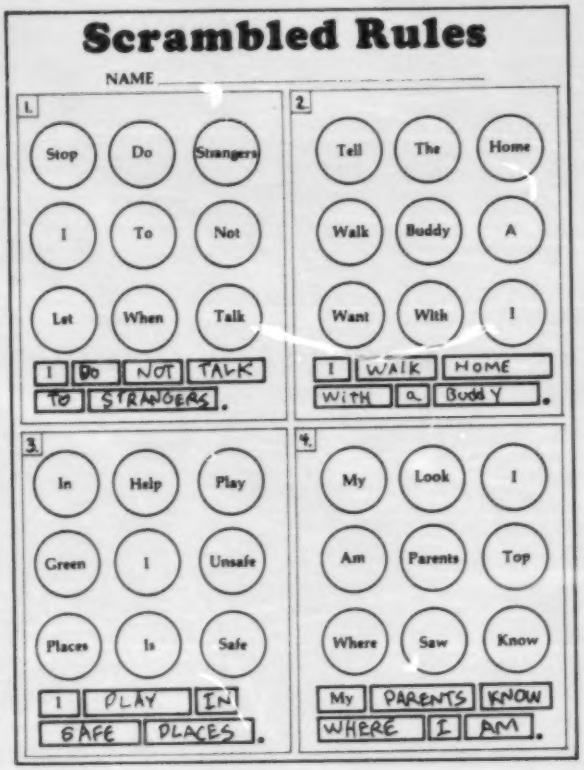
Reinforce the concept of vandalism by playing the "VAGRANT VANDALS GAME." Before the students arrive in the morning, put footprints leading to some place in your room which is messed up. e.g. scratches on wall, crayon marks, dirt, something broken. When the students arrive, have them identify what has been vandalized and discuss how ugly the vandalism is. Students may draw a picture of the vagrant vandal in action.

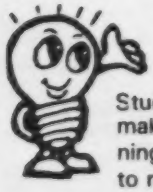
SCRAMBLED RULES

(STUDENT WORKSHEET Page 43)

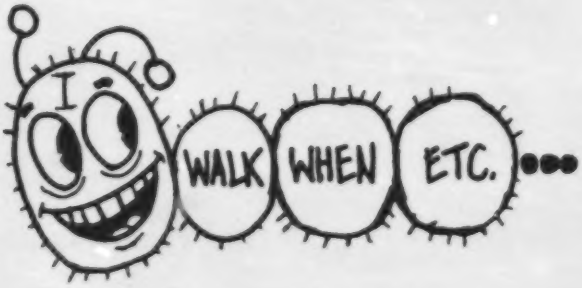
Purpose: To reinforce safety rules

Distribute the worksheet to the students. Tell the students that in each box, they will find a sentence. The sentences state a familiar safety rule that they already know. **Have students unscramble the sentence in each box and put in in the right order on the lines provided.** Caution students that some of the words are not used.





Students may cut the circles out and make a worm's head to show the beginning of the sentences and the body parts to read the rule.



Teacher's Notes...

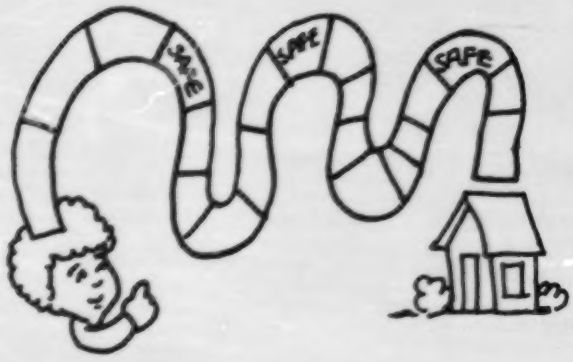
On the Alert

(STUDENT WORKSHEET Page 44)

Purpose: To reinforce safety rules

This game can be played by two or more students.

Use tagboard to make a game board such as the one illustrated below.



Duplicate the worksheet and cut into cards to use for playing the game.

On the Alert

You stopped to play without letting your mother know. **LOSE YOUR TURN**	You always walk home with a friend. **MOVE AHEAD 2 SPACES.**	You took candy from a stranger. **LOSE YOUR TURN.**
You did not take a gift from a stranger. **MOVE AHEAD 3 SPACES.**	Your friend got into a car with a stranger. You took down the license plate number. **MOVE AHEAD 5 SPACES**	You took a short cut through the woods after you got off the bus. **LOSE YOUR TURN.**
You know your home phone number. **MOVE AHEAD 2 SPACES.**	When a stranger came to your house, you let him in. **LOSE YOUR TURN.**	You went away and left toys in your yard. **LOSE YOUR TURN.**
You did not put your lunch money in a safe place. **LOSE YOUR TURN.**	A stranger came to school to pick you up. You did not go with the stranger. **MOVE AHEAD 3 SPACES.**	You know your name, address and phone number. **MOVE AHEAD 4 SPACES.**
You always go places with a buddy. **MOVE AHEAD 4 SPACES.**	You locked your bike. **MOVE AHEAD 3 SPACES.**	You answered the telephone. You did not tell the person that you were alone. **MOVE AHEAD 3 SPACES.**

Directions:

Each player needs a marker to move along the game board. Have each student in turn choose a card from the stack. The student should read the card aloud and follow the directions. Place the used cards in a separate pile. When all cards are used, just reshuffle and continue playing until all players reach HOME. If a player lands on a safe place, he/she may move to the next safe place and stop until next turn.

Make a master copy of the game board and directions. Duplicate it and the worksheet and send home for a family game.

Invite a law enforcement officer to come to your class to emphasize the importance of the safety "tips" your class has discussed in Units I, II, & III.

CHILD ABUSE AND NEGLECT

Teacher Information

Purpose: To encourage teachers to report suspected child abuse and neglect.

Child abuse and neglect are serious and growing problems in today's society. More and more states are requiring, under penalty of law, that alleged abuse and neglect cases be reported by certain professionals. It is extremely important for teachers to have information about child abuse and neglect.

It is highly recommended that teachers become familiar with local policies and regulations and fully understand obligations.

The intent of the information furnished below is to offer teachers general direction. Check with your immediate supervisor to determine specifics for your locality.

What is an abused or neglected child?

"Abused or neglected child" shall mean any child less than eighteen years of age whose parents or other person responsible for his/her care:

1. Creates or inflicts, threatens to inflict, or allows to be created or inflicted upon such child a physical or mental injury by other than accidental means, or creates substantial risk of death, disfigurement, impairment of bodily or mental functions;
2. neglects or refuses to provide necessary care for his health; provided, however, that no child who in good faith is under treatment solely by spiritual means through prayer in accordance with the tenets and practices of a recognized church or religious denomination shall for that reason alone be considered to be an abused or neglected child;
3. abandons such child; or
4. commits or allows to be committed any sexual act upon a child in violation of the law.

Code of Virginia, Title 63.1, Chapter 12.1, Section 63.1-248.1-63.1 248.17 (1975 Revised)

What are some identifying signs of possible abuse?

1. bruises, abrasions, old-healed lesions, burns, scalding
2. evidence of dislocations, fractures
3. unexplained injuries
4. shows evidence of dehydration and/or malnutrition without obvious cause
5. unusual fearfulness
6. repeated injuries
7. evidence of sexual abuse

What are some identifying signs of possible neglect?

1. malnourished, ill clad, dirty
2. ill and lacking essential medical care
3. denied normal experiences that produce feelings of being loved, wanted, secure and worthy (emotional neglect)

4. failing to attend school regularly
5. constantly tired, "run-down" - possibly exploited or overworked
6. emotionally disturbed due to constant friction in the home, marital discord, mentally ill parents
7. exposed to unwholesome and demoralizing circumstances e.g. excessive drinking and/or drunkenness

Who reports alleged cases of abuse or neglect?

1. Any person who witnesses or suspects child abuse or neglect should report the incident.
2. Certain professionals are required by law, under penalty, to report alleged cases of abuse and neglect (i.e. doctors, nurses, teachers).

To whom should reports be made?

If you are a teacher, make your report to school authorities.

There is a Child Abuse Center in most cities and states. Anyone who suspects child abuse is taking place should contact this center. You DO NOT have to give your name, only the location and the abuse which you think has occurred.

Teacher's Notes...

EMERGENCY DIALING

NAME: _____

ADDRESS: _____

_____

PARENTS' WORK NUMBERS: _____

NEIGHBOR'S NUMBER: _____

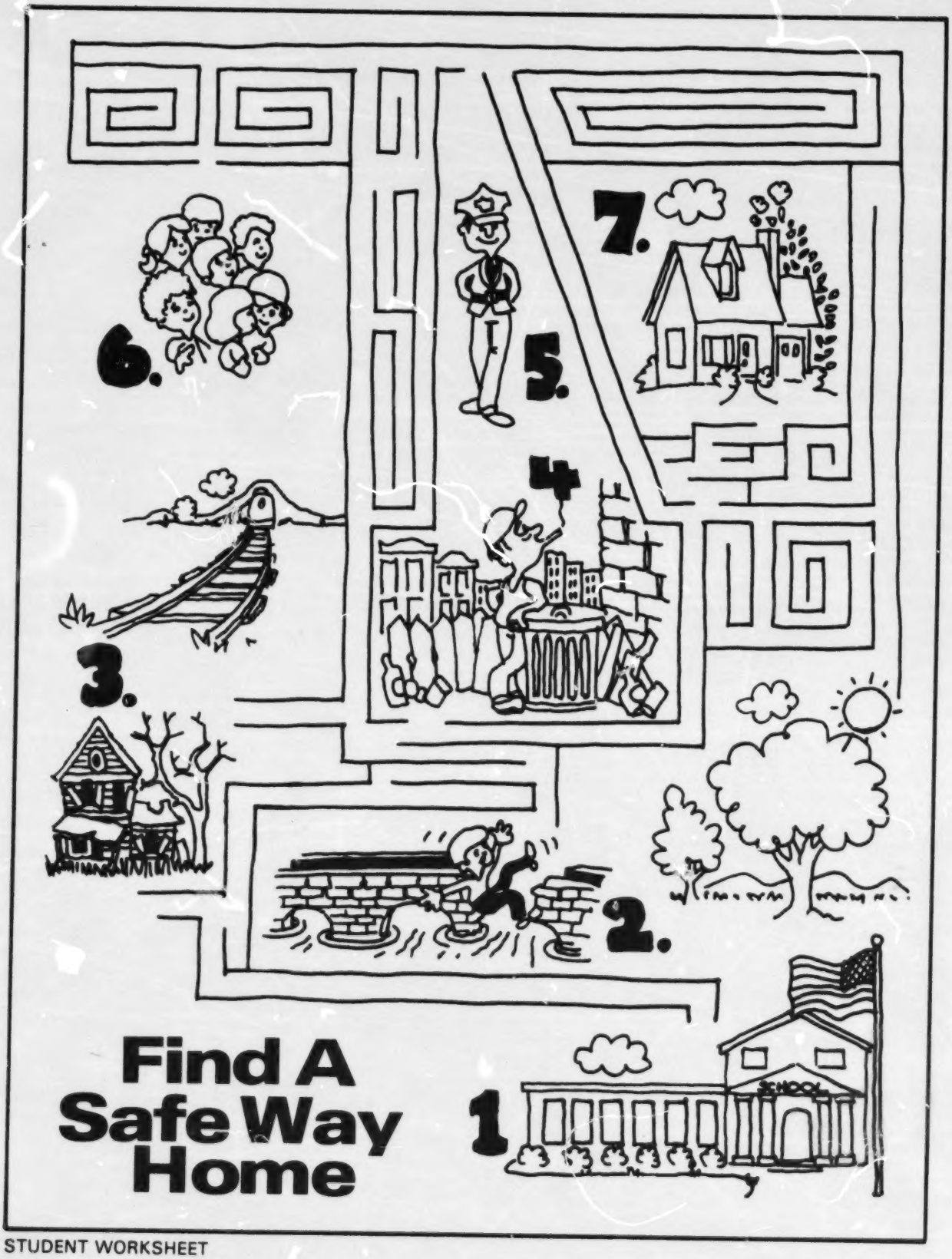
POLICE OR SHERIFF'S NUMBER: _____

FIRE DEPARTMENT NUMBER: _____

RESCUE SQUAD NUMBER: _____

FAMILY DOCTOR: _____

STUDENT WORKSHEET



STUDENT WORKSHEET

Scrambled Rules

NAME _____

1.

I _____ _____ _____

_____ _____ .

2.

I _____ _____

_____ _____ _____ .

3.

I _____ _____

_____ _____ .

4.

My _____ _____

_____ _____ _____ .

STUDENT WORKSHEET

On the Alert

You stopped to play without letting your mother know. **LOSE YOUR TURN**	You always walk home with a friend. **MOVE AHEAD 2 SPACES.**	You took candy from a stranger. **LOSE YOUR TURN.**
You did not take a gift from a stranger. **MOVE AHEAD 3 SPACES.**	Your friend got into a car with a stranger. You took down the license plate number. **MOVE AHEAD 5 SPACES**	You took a short cut through the woods after you got off the bus. **LOSE YOUR TURN.**
You know your home phone number. **MOVE AHEAD 2 SPACES.**	When a stranger came to your house, you let him in. **LOSE YOUR TURN.**	You went away and left toys in your yard. **LOSE YOUR TURN.**
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You always go places with a buddy. **MOVE AHEAD 4 SPACES.**	You locked your bike. **MOVE AHEAD 3 SPACES.**	You answered the telephone. You did not tell the person that you were alone. **MOVE AHEAD 3 SPACES.**

STUDENT WORKSHEET

Supplementary Materials

UNIT I

Student Reading List

Hamada, Hirosuke, **Little Mouse That Tarried.** New York: Parents' Magazine Press, 1971. (consequences)

Mann, Peggy, **The Clubhouse.** New York: Coward, McCann and Geoghegan. (values and individual differences)

Oppenheim, Joanne, **On the Other Side of the River.** New York: Franklin Watts. (the need for cooperation between the neighboring cities)

Voirst, Judith, **Alexander and the Terrible, Horrible, No Good, Very Bad Day.** New York: Athemeum Publishing Company, 1972. (consequences)

Waber, Bernard, **Nobody is Perfick.** Englewood Cliffs, N.J.: Scholastic Reader's Choice, 1971. (individual consequences)

Films and Filmstrips

YOU PROMISED! — First Things Series — filmstrip — 12 min. — Guidance Associates, 1972

You Promised! is a two-part sound filmstrip presentation. Each part dramatizes an unresolved situation inviting classroom discussion about the problem of whether or not to keep a promise.

Part 1 begins as Holly, the best tree-climber in the neighborhood, attempts to go all the way to the top of the tallest tree around. She makes it to the top but slips and falls on her way down. Holly's father witnesses the fall and rushes over to help. Fortunately, the fall hasn't really hurt Holly, but her father is concerned that another fall might be serious. So Holly promises that she will not climb any more trees until he says it's okay.

Later on that day, as Holly is bike riding with some friends, she sees a kitten up in a tree, afraid to come down. She and her friends stop to help the kitten's owner. The other children are unsuccessful in their attempts to climb the tree and save the kitten, so Holly is faced with a problem.

DISCUSS:

Part 1

1. How will Shawn feel if he can't get his kitten down? Why?
2. Was it fair for Holly's father to ask her to promise **never** to climb trees? Why?
3. Can you think of a promise which would be more fair to Holly?
4. How will Holly feel if she breaks her promise to her father?
5. Why did Holly's father ask her to promise not to climb trees in the first place? Did he have a good reason?
6. Suppose that Holly's father asks her if she broke her promise; what should Holly say? Why?

Part 2 dramatizes a completely different moral dilemma. Alex has been visiting Russell on his farm for a week during school vacation. Every day the boys have gone horseback riding. Russell has been riding King, and Alex has been riding Midget, the little pony. Russell has promised Alex that if he practices riding on the pony all week, he can try riding the big horse, King, on the last day of his visit. However, Russell's older brother, Zack, needs King to compete in a horse show. What is more important — Russell's promise to Alex or Zack's 4-H Club competition? The final decision is left up to Russell — and to the viewers as well.

DISCUSS:

Part 2

1. How would you feel if you had to wait a whole year to do something you were promised you could do right away?
2. Have you ever made a plan only to have to postpone it for some reason? How did you feel about it?
3. Should Russell break his promise to Alex when his brother forgot to tell him that he needed the horse that day?
4. Have you ever had a promise made to you and then not kept? How did you feel? How do you think Alex will feel if Russell breaks his promise?
5. Alex is only one person. A whole team is depending on Russell's brother. Does that make a difference here?
6. Russell's brother is always helping him keep his horse healthy. Should he do a favor for his brother now?
7. Is it more important to keep a promise to a friend or to a brother? Why?
8. Russell has to decide who will ride the horse that afternoon. Is flipping a coin a fair way to decide? Why?
9. Should Russell's grandfather have given him some advice? What do you think the grandfather would have suggested?

THE RESPECTING OTHERS GAME —
Learning Responsibility Series — Alfred Higgins Productions, Inc. - 11 min.

Jason learns about respecting the rights and belongings of others when Mr. Mac shows him how he would feel if such rights were taken away from him. Observing others helps Jason discover that "People like you better when you're not crude and rude."

UNIT II

Student Reading List

Beame, Rona, **Calling Car 24 Frank: A Day with the Police.** New York: Harcourt, Brace and Jovanovich, 1945. (the work of a police officer)

Brown, David, **Someone Always Needs a Policeman.** New York: Messner, 1972. (the varying roles of a police officer)

Leaf, Munro, **Fair Play.** New York: J.B. Lippincott, 1967. (necessity for rules)

Stanek, Muriel, **How Rules and Laws Help Us.** Westchester, Illinois: Benefic Press, 1969.(rules and laws and their necessity)

Films and Filmstrips

WHAT SHOULD I DO —
The Game — 16mm — 8.6 min. — Walt Disney Instructional Media Company - 1976

DISCUSS:

1. How come some kids can never play by the rules?
2. Why do they always want special treatment? It sure would be great to leave them out, but they always seen to own the ball!
3. Should the rules be changed for certain people?
4. Why have an umpire if nobody is going to listen to him?
5. Maybe there shouldn't be any rules at all. What would happen then?
6. It isn't any fun to play alone all the time either. How can you get any playing done if everyone is arguing?
7. Why can't we just have fun?

SUGGESTED ACTIVITY:

Invite the physical education teacher to come to your class and discuss the importance of rules in games.

SCHOOL BUS SAFETY AND COURTESY
— 16mm — 15 min. — Oxford Films — 1974

This film is designed to develop positive attitudes of the student toward school bus safety. It discusses riding and pedestrian safety, respect of private and public property, and respect of authority.

DISCUSS:

1. What needs to be done on your bus and at your bus stop to make it safer for you?
2. How should you dress in bad weather so that you can be seen while walking?
3. When you get off the bus, should you walk in front or behind the bus?

SUGGESTED ACTIVITIES:

1. Make up new verses to the song "The Wheels on the Bus" to emphasize newly learned bus rules.
2. Invite a bus driver to come in to discuss his/her major problems and concerns.
3. Have students cut out a school bus and put their bus number on it to help them remember which bus they ride.

UNIT III

Student Reading List

Guilfoile, Elizabeth, **Nobody Listens to Andrew.** Chicago: Follett Publishing Company, 1957. (calling for help and not being believed)

Leaf, Munro, **Safety Can Be Fun.** New York: J.B.Lippincott, 1961. (safety rules and their necessity)

Films and Filmstrips

ROSCOE'S RULES — 16mm — 10 min. — Sid Davis Productions

In the movie, we see a police officer talking to a class of second graders. He introduces them to his friend ROSCOE, and explains ROSCOE'S FOUR SPECIAL SAFETY RULES.

1) "We **ALWAYS** go straight home from school."
2) "We **NEVER** take gifts from anyone without our parents' permission."
3) "We **NEVER** get into a car without our parents' permission."
4) "We **NEVER** walk or play in lonely places."

TELEPHONE FOR HELP — 16mm — 10 min. — BFA Educational Media

We never know when we are going to need help for ourselves or somebody else. In every community, there are people such as policemen, firemen, and even telephone operators who are specially trained to help in an emergency. Knowing how to telephone them for help and how to provide information quickly and accurately is important. Three dramatic emergency situations are shown in which children must call for help. Suggestions are provided within the film to turn off the projector for students to participate in deciding how the children should get help and what they should say.

DISCUSS:

1. Whom did Robert call and what did he say? How could he have done a better job?
2. Before Robert could call, he had to find the correct telephone number. How did he find the correct telephone number?

Film Distributors

ALFRED HIGGINS PRODUCTIONS, INC.
9100 Sunset Boulevard
Los Angeles, California 90069

GUIDANCE ASSOCIATES
757 3rd Avenue
New York, New York 10017

OXFORD FILMS
1136 N. Las Palmas Avenue
Los Angeles, California 90038

SID DAVIS PRODUCTIONS
1144 S. Robertson Boulevard
Los Angeles, California 90035

WALT DISNEY EDUCATIONAL MEDIA COMPANY
800 Sonora Avenue
Glendale, California 91201

Teacher's Notes...

Glossary

BOLD PRINT – indicates teacher definition
light print – indicates a simplified student definition

AUTHORITY – **POWER OR ABILITY TO INFLUENCE OTHERS' BEHAVIOR**
–being the boss, leader; able to tell others what to do

CONFLICT – **OPPOSING BELIEFS, INTERESTS, OR ACTIONS**
–a problem to be solved either with self or others

CRIME – **AN ACT IN VIOLATION OF THE LAW**
–breaking the law

FEELINGS – **AN ATTITUDE OR EMOTION TOWARD SOMEONE OR SOMETHING**
–how we think about someone

RESPONSIBLE – **RELIABLE, TRUSTWORTHY**
–carrying out a job or doing what you are supposed to do

RULE – **SOMETHING WRITTEN OR SAID WHICH TELLS US HOW TO ACT**
–something written or said which tells us how to act

SAFETY – **PROCESS OF REDUCING OR AVOIDING VICTIMIZATION**
–keeping away from places or people that will harm us
–acting so we will not get hurt

STRANGER – **SOMEONE WE DO NOT KNOW**
–someone we do not know

TIP – **AN ITEM OF HELPFUL INFORMATION**
–something told to someone to help

VANDALISM – **DELIBERATELY DESTROYING PROPERTY**
–deliberately destroying property